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ABSTRACT

The first implementation year is reported of a Classical Greek magnet program at Leroy "Satchel" Paige Classical Greek Academy (PCGA), an elementary school in Kansas City, Missouri. This formative evaluation covers five areas: student demographics, program implementation, perceptions of and attitudes toward the program, achievement levels, and the extended day program. Among the findings are the following: (1) theme implementation was evident; (2) most faculty believed that the physical education program was more extensive than at other elementary schools; (3) areas of teacher concern were the school climate, staff development sessions, and principal and resource teacher; (4) teacher-identified program strengths were athletics and arts aspects, teaching of critical thinking skills, and staff; (5) parents were positive about this first year, and most students indicated that they wanted to return the following year; (6) more than half the Iowa Tests of Basic Skills achievement scores were at or above district and national levels, but below the state average on the Missouri Mastery and Achievement Test; and (7) the extended day program's enrollment was different from the school as a whole, with a smaller percentage of minority children participating. Recommendations are offered regarding administrator/staff working relationships, consultation with faculty in planning staff development sessions, and increased parent involvement. (LB)

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Formative Evaluation of the Paige Classical Greek Magnet Elementary School

1990-1991

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The School District of Kansas City, Missouri

August 1991

FL 020 427

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Formative Evaluation of the Paige Classical Greek Magnet Elementary School

1990-1991

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August 1991

Evaluation Office
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The School District of Kansas City, Missouri

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Executive Summary

Leroy "Satchel" Paige Classical Greek Academy (PCGA) has completed the first year of implementing its theme, Classical Greek. The program was filled to 93% capacity with most of the shortage found in first and second grades. Third grade reached the enrollment goal of 60% minority, 40% non-minority, while the other grades were within three percentage points.

Site visits found evidence of theme implementation in the school. This evidence included theme related displays and athletic equipment. Observations of randomly selected teachers also documented infusion of major thematic components in the classrooms. Other theme related activities, not observed in the classrooms but occurring none the less, are mentioned.

Most faculty believed that the physical education program was more extensive than at other elementary schools, believed that students were benefitting from the physical education program, believed that students were taught critical thinking skills, and that they regularly infused Greek Culture and other curriculum components into classroom activities. Areas of concern included, the school climate, the helpfulness of staff development sessions and parental involvement. Faculty mentioned the athletics and art programs, teaching of critical thinking skills and staff as strengths of the program, while the principal and resource teacher were mentioned as hindrances to program implementation.

Parents were very positive about PCGA's first year. Most parents were satisfied with the teachers, with the progress their child was making in the basic skills areas, and with the progress their child was making in physical education classes. Most parents reported that their child enjoyed participating in art activities, enjoyed the swimming program and felt good about the education at PCGA. When asked how they learned about PCGA parents listed information from the district most often. Reasons parents gave for sending their children to PCGA included the theme and location of the school.

Most students liked coming to school every day, liked the teachers and agreed that there was a student government at PCGA. Almost all of the students surveyed stated that they wanted to return to PCGA next year.

More than half the ITBS achievement scores in reading, language arts, math, science and social studies were at or above district and national levels. MMAT scores were comparable to district levels but were below state averages.

The Extended Day Program's enrollment differed from the school as a whole, with a fewer percentage of minority children participating. Activities were focused toward supervisory, tutorial, theme related and enrichment.

Formative Evaluation of the Paige Classical Greek Magnet Elementary School

1990-1991

Introduction

The Classical Greek Magnet Program was implemented at Leroy "Satchel" Paige Classical Greek Academy (PCGA) with the start of the 1990-1991 school year. The *Long-Range Magnet School Plan* (Hale & Levine, 1986) states there should be two years of formative evaluations before a summative evaluation is conducted after the third year. This report outlines PCGA's initial implementation of the magnet theme. Included in this report are demographic details, operational components, the degree to which thematic components were infused into regular classroom instruction, the achievement outcomes of the students and the school's adherence to the planning outline that was developed during the 1989-1990 school year (Paige Classical Greek Academy Site Task Force, 1990).

Program Description

The initial implementation of the Classical Greek Magnet Program took place at Pitcher Classical Greek Magnet and Woodland Classical Greek Magnet elementary schools during the 1989-1990 school year in accordance with the district's *Long-Range Magnet School Plan* (LRMP). PCGA will be the third and last elementary school to implement this theme. The school was temporarily located in the old Pitcher building, but is scheduled to open the 1991-1992 school year in its new building. The Classical Greek Program, as defined in the LRMP, will be for those students who want a strong liberal arts education which reflects the classical Greek ideal of a strong mind and a strong body.

The program will be characterized by a consistent emphasis on the physical and mental development of the student. A rigorous academic program will be enhanced by a challenging physical education regimen. Students in this program should plan to continue their studies past the secondary level, enrolling in college, junior college or a vocational program.

The curriculum of the Classical Greek program will emphasize study skills, research techniques, decision making, problem solving and team building. Independent learning will be a key factor for students in these magnet schools.

Evaluation Design

This evaluation of PCGA focuses upon the initial implementation of the program during the first year of operation and will address the following questions:

1. What are the student demographics of the school?
2. To what degree is the program being implemented as designed in the Paige planning outline?
2. What are the perceptions of parents, students, teachers and resource personnel regarding the program?
4. What are the reading, language arts, math, science and social studies achievement levels across each grade level as measured by tests selected by the Kansas City, Missouri School District (KCMSD)?
5. What services are provided in the Extended Day Program, and what are the racial demographics of the Extended Day students?

Demographic data were collected and reviewed to report the racial composition of the student body, as well as the enrollment of the Extended Day program.

On-site visits were made to ascertain operational components of the program. These components include the availability of materials and resources, course offerings and the general environment of the school. Observations were held to determine the extent thematic components were taking place in regular classrooms and school-wide.

Surveys were administered to teachers, students and parents to gain their perceptions of the program. Items focused on program implementation, the degree to which the program accomplished its goals and objectives during the 1990-1991 school year, parental involvement, the attitudes and reactions of the students and implementation of the program components.

Outcomes on the Iowa Test of Basic Skills and Missouri Mastery and Achievement Tests are reported by grade level.

Results

Enrollment

Program capacity. To determine whether PCGA reached its program capacity, data used by KCMSD's Admissions Office for the placement of students in magnet programs and data

from the Research Office were reviewed. The results are presented in Table 1 by grade level. Third grade was exactly at 100% capacity, indicating it attracted the number of students it was projected to attract. Both fourth and fifth grades were one student short of capacity, a rate of 98%. The capacity rates for the other grades ranged from 85% in second grade to 94% in kindergarten. Overall, PCGA attracted 27 students below expectations indicating a 93% capacity level.

Minority and non-minority enrollment. The Federal court has specified enrollment goals (60% minority, 40% non-minority) as a measure of the effectiveness of accomplishing desegregation reform efforts. Enrollment figures cited in this report were drawn from the student membership reports prepared by the district's Research Office. Figures are based on enrollment data reported on the fourth Wednesday in September.

Enrollment and racial composition results for PCGA are presented in Table 2 by grade level for 1990-1991. Fourth and fifth grades were exactly in compliance with district expectations, while the other four grades' minority enrollment percentages ranged from 57% in second grade to 61% in kindergarten and third grade. Overall, PCGA was at the 60% minority, 40% non-minority guideline.

Table 1

Satchel Paige Classical Greek Academy
Capacity & Actual Enrollment
September 1990

Grade	Program Capacity[1]	Actual[2]	Difference	% of Capacity
Kindergarten	88	83	5	94%
First	88	78	10	89%
Second	66	56	10	85%
Third	44	44	--	100%
Fourth	54	53	1	98%
Fifth	54	53	1	98%
Total	394	367	27	93%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admissions Office when placing students in magnet programs.

2 From *September 26, 1990 Student Membership* (Research Office, 1990).

Table 2

Satchel Paige Classical Greek Academy
Minority & Non-Minority Enrollment
by Grade, September 1990

Grade	Minority N	Minority %	Non-Minority N	Non-Minority %	Total
Kindergarten	51	61%	32	39%	83
First	46	59%	32	41%	78
Second	32	57%	24	43%	56
Third	27	61%	17	39%	44
Fourth	32	60%	21	40%	53
Fifth	32	60%	21	40%	53
Total	220	60%	147	40%	367

Note: Percentages are rounded to the nearest whole percent. Enrollment figures are from *September 26, 1990, Student Membership* (Research Office, 1990).

Enrollment goals by grade were set for the first year of theme implementation in the PCGA planning outline. Third grade reached its goal of 44 students and the remaining five grades were below their respective enrollment expectations. These shortages ranged from one student in both fourth and fifth grade to ten students in first and second grade.

Program Implementation

To determine the extent of program implementation, data were collected during site visits, classroom observations and by reviewing documents supplied by the school. Results of these activities are presented in the following sections.

Visible evidence. The casual visitor to PCGA would have some difficulty in identifying the theme being implemented. At all observed sites visible evidence was uncommon, not so much as a lack of effort, but the old Pitcher building is a very depressing location in need of repair. As an example, the office is located in the basement easily overlooked by even the most frequent visitor.

Site observations for type of physical evidence found that 73% were theme related displays located most often in individual classrooms. Types of displays included information on historical figures, multi-cultural themes, art and architecture and students' work. Athletic

equipment (27%) constituted the rest of the visible evidence found at PCGA. This equipment was found in the gym and in the area immediately outside the gym.

Classroom observations. Observations in randomly selected classrooms were conducted, across all subject areas, to determine the degree of program implementation. An observation consisted of 15 minutes with each minute representing a new observation interval. One thousand two hundred five minutes of classroom observation intervals, involving 1436 students, were completed for this evaluation.

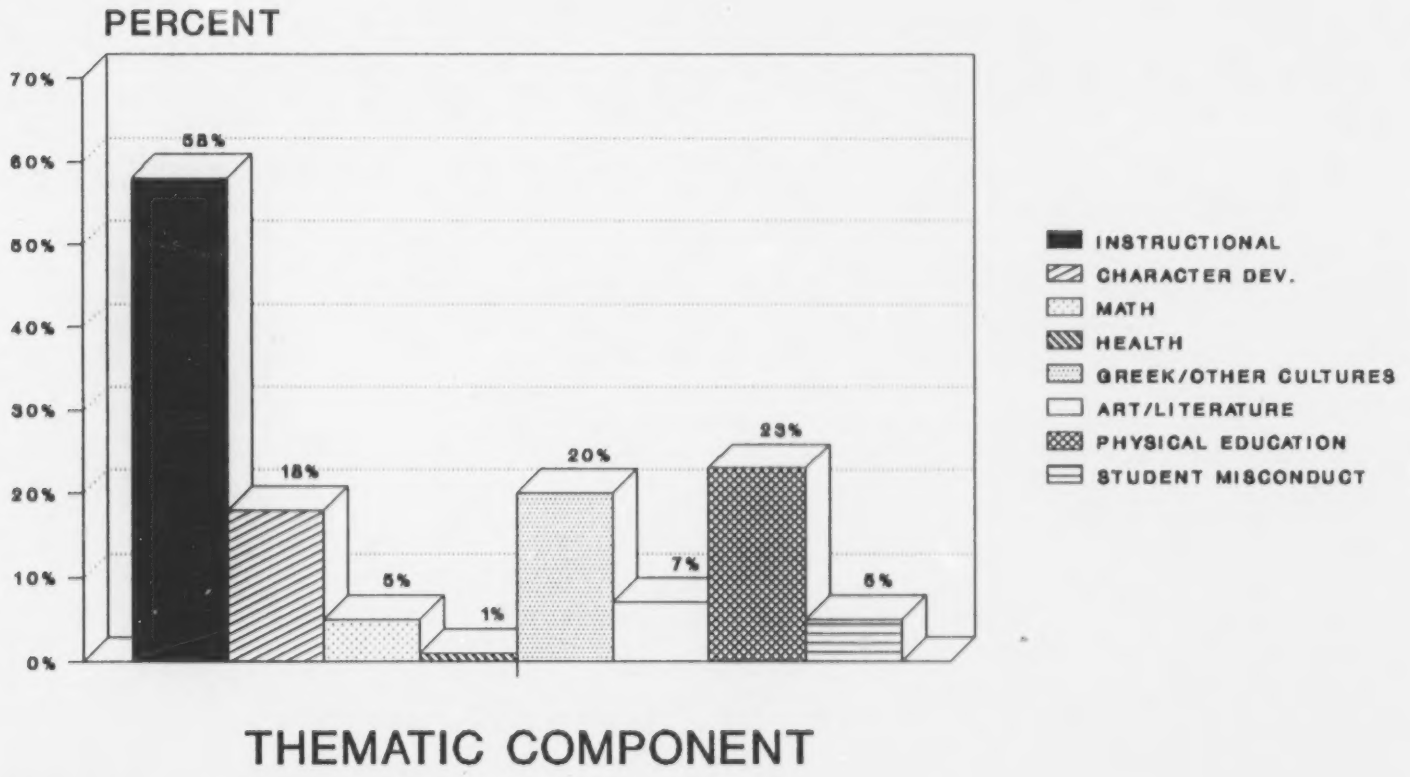
After reviewing the planning outline, seven program components were identified: 1)instruction, 2)character development, 3)math, 4)health, 5)Greek/other cultures, 6)art/literature and 7)physical education. In addition, student misconduct was observed. Results of classroom observations based on these eight areas are presented in Figure 1. The reader is cautioned that there are no established standards with regard to the ideal degree of implementation. The following percentages only describe what was occurring in PCGA's first year of implementation.

Instructional component. According to PCGA's planning outline, teachers were to conduct their classes using the Socratic Method, Paideia Program and open-ended questioning. Use of small group interaction was to be frequent. Beginning in the second semester, kindergarten through second grades were to have supplemented their reading curriculum with the Philosophy for Children Program. Activities related to the instructional component were observed in 58% of the observation intervals.

Character development. The character development component included experiences designed to help students learn about community, democratic society, citizenship and sportsmanship. Students were to establish and participate in a student council. This component was observed in classrooms 18% of the time.

Activities related to this component that were not part of the classroom observations are presented below. The student council was established by October and a constitution was developed. Meetings were weekly, though there were several times when the faculty sponsor was needed to perform other duties resulting in cancelled meetings. Through the student council, students collected blankets and coats for Project Warmth and canned food for the Salvation Army's social services. The student council was involved in setting rules in a number of areas including bus dismissal and classroom behavior. In May, students visited the Federal Court House to learn about the judicial system.

FIGURE 1
PAIGE CLASSICAL GREEK ACADEMY
THEME INFUSION



CLASSROOM OBSERVATIONS

Math component. In math students were to study geometry and how it relates to art and athletics. Students were to calculate sports statistics especially in relationship to individual improvement. Students were observed engaged in activities related to this component five percent of the time.

Health component. Students were to study the functions of various parts of the body. Each grade was assigned a different body system to study. This component was observed in one percent of the observation intervals. In April, students went on a field trip to the water treatment facility to study how water is processed for drinking.

Greek/other cultures. This component involved studying different cultures and their myths, legends and lore. Activities related to this component were observed 20% of the time.

Supportive evidence for the implementation of this component, but not part of the classroom observations is discussed below. Each month of the school year, focused on a different culture. During the month a particular culture was being studied, activities included programs, guest speakers, food sampling, art and craft activities and field trips. Students also examined the clothing, dance, shelter and life style of that culture. In May, PCGA presented a Greek Festival with each grade responsible for a different aspect, either producing plays or managing booths.

Art/literature. Students were to be exposed to Greek art and literature by a combination of their classroom teacher, art teacher and Artists in Residence programs. This component was observed in seven percent of the observation intervals.

Activities related to this component that were not part of the classroom observations are presented below. The Arts Partners Program at PCGA, which included the Artists-in-Residence Program, presented more than 20 activities associated with the theme. Students visited the Nelson Art Gallery in January to look at oriental art and artifacts.

Physical education. The physical education component at PCGA included teaching gymnastics, swimming, track and field and martial arts to all students. Sports literature and sports statistics were to be infused into classroom activities. In addition, the President's Physical Fitness Test was to be administered. This component was observed 23% of the time.

Supportive evidence for the implementation of this theme, but not part of the classroom observations is discussed below. Students, on a rotational basis, were exposed to the four sports mentioned above. In Gymnastics, students were given instruction in tumbling, balance beam, vault, parallel bars, pommel horse, still rings, uneven bars and rope. Swim lessons were 90

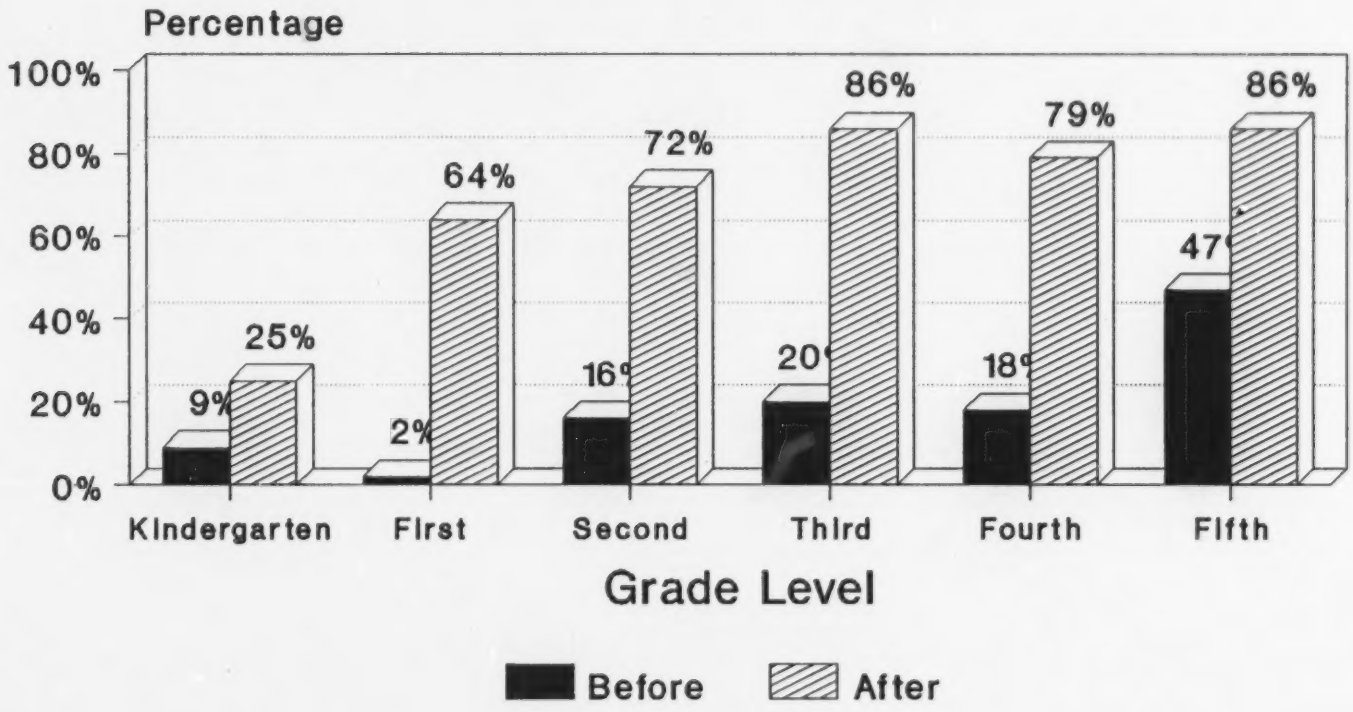
minutes once a week for approximately 12 weeks. Results, provided by PCGA, are presented in Figure 2 by grade level. The percentage of students swimming after lessons increased, for every grade level, over the percentage of students swimming before lessons. These increases ranged from 66 percentage points in third grade to 16 percentage points in kindergarten. In May, PCGA held its field day activities. Each class had a banner or flag with different Greek symbols. Competition in a combined twenty-one events in three sports were held.

Student misconduct. Because students at PCGA were to learn about and acquire positive characteristics, it was decided to measure incidents of student misconduct as another way of assessing program implementation. Student behavior that took significant teacher time away from the class were counted in this component. Classroom observations found this component in five percent of the intervals.

Perceptions

Teacher perceptions. In the spring, faculty completed a perception survey on the progress of theme implementation at PCGA. Data were collected from 22 staff members and the results are presented in Table 3. Generally, faculty perceptions were positive about PCGA's first year of implementation. When asked if they enjoyed being at PCGA, 90% of those surveyed agreed (item 1). Ninety percent of the teachers believed that the study of the classics will improve students' achievement (item 9). The physical education program at PCGA is more extensive than at other elementary schools according to 95% of the respondents (item 10). Most of the teachers (96%), believe that students are benefitting from the physical education program (item 11). When asked if students were exposed to many different cultural experiences at PCGA, 91% of those surveyed agreed (item 13). Ninety percent of the respondents agreed that they were with their students enough to cover the basics (item 15). Greek culture and other curriculum components are regularly being infused into classroom activities according to 95% of the teachers (item 16). When asked if students were taught critical thinking skills 95% of those surveyed agreed (item 17). Ninety-four percent of the respondents regularly instruct their students using the Socratic and Paideia methods of teaching (item 18). This represented an increase of 18 percentage points over fall's results. Responsibility for Greek art and literature instruction was shared among classroom teachers, art teachers, and Artists-in-Residence program according to 95% of those surveyed (item 20). In the fall, 52% of the teachers agreed with that statement.

Figure 2
Percentage of Swimmers Before and After Lessons



Data provided by school

Table 3

Satchel Paige Classical Greek Academy
Teacher Perceptions, 1991

Item Content	Responses	Spring N	Spring %
1. I enjoy teaching at Paige Classical Greek.	Agree	18	90%
	Disagree	2	10%
2. The building administration has provided the support I need to conduct my classes.	Agree	13	59%
	Disagree	9	41%
3. I believe the climate (relations, attitudes, feelings, tone, etc.) of the school is good.	Agree	5	23%
	Disagree	17	77%
4. The academic support services (counselors, office staff, etc.) have provided the support I need to conduct my classes.	Agree	13	62%
	Disagree	8	38%
5. The physical plant support services (maintenance, janitorial, etc.) have provided the support I need to conduct my classes.	Agree	20	91%
	Disagree	2	9%
6. The facilities at Paige are conducive to the program's goals and objectives.	Agree	9	41%
	Disagree	13	59%
7. I find the activities covered in staff development sessions at Paige Classical Greek helped me in the classroom.	Agree	10	53%
	Disagree	9	47%
8. I believe most parents are involved at Paige Classical Greek.	Agree	8	38%
	Disagree	13	62%
9. I believe the study of the classics will improve most students' academic achievement.	Agree	19	90%
	Disagree	2	10%
10. The physical education program at Paige Classical Greek is more extensive than at other elementary schools.	Agree	20	95%
	Disagree	1	5%
11. I believe most students are benefitting from the physical education program at Paige.	Agree	21	96%
	Disagree	1	5%
12. Students' characters are positively affected by their experiences at Paige.	Agree	18	86%
	Disagree	3	14%
13. Students are exposed to many different cultural experiences at Paige.	Agree	20	91%
	Disagree	2	9%
14. Greek culture (myths, art, architecture, etc.) has been infused into Paige Classical Greek core curriculum.	Agree	16	89%
	Disagree	2	11%
15. I am with my students enough to cover the basics.	Agree	19	90%
	Disagree	2	10%
16. I regularly infuse Greek culture and other curriculum components into classroom activities.	Agree	19	95%
	Disagree	1	5%
17. I believe students at Paige are taught critical thinking skills.	Agree	18	95%
	Disagree	1	5%
18. I regularly instruct my students using the Socratic and Paideia modes of teaching.	Agree	17	94%
	Disagree	1	6%

Table 3 (Continued)

Satchel Paige Classical Greek Academy
Teacher Perceptions, 1991

Item Content	Responses	Spring N	Spring %
19. Students have the opportunity to practice democratic principles (student government, etc.).	Agree	13	72%
	Disagree	5	28%
20. Responsibility for Greek art and literature instruction is shared among classroom teachers, art teachers, and Artists-in-Residence program.	Agree	19	95%
	Disagree	1	5%
21. I believe most students benefit from being part of Paige's school community.	Agree	17	77%
	Disagree	5	23%
22. Overall, I feel Paige Classical Greek is accomplishing its goals and objectives.	Agree	15	68%
	Disagree	7	32%
23. The Extended Day Program is being well implemented.	Agree	12	63%
	Disagree	7	37%
24. I teach in the Extended Day Program.	Agree	9	75%
	Disagree	3	25%

Note: Percentages are rounded to the nearest whole percent.

There were areas of concern however; 23% of those surveyed agreed that the climate of the school was good (item 3), representing a decrease of 34 percentage points from fall's results. Forty-one percent of the respondents agreed that the facilities at PCGA are conducive to the program's goals and objectives (item 6). This represented a decrease of 14 percentage points from fall's results. Staff development sessions at PCGA did not help in the classroom according to 47% of the teachers (item 7). When asked if parents were involved at PCGA, 38% of those surveyed agreed (item 8). Although this is low, it represents an increase of 14 percentage points.

Large differences between fall and spring surveys occurred, in addition to those listed above, on several items. When asked if most students benefit from being part of PCGA's school community, 77% of the respondents agreed (item 21) a decrease of 23 percentage points from the fall. Sixty-eight percent of those surveyed agreed that PCGA was accomplishing its goals and objectives (item 22), representing a decrease of 23 percentage points.

Faculty were asked to comment on the strong points of the program, hindrances to program implementation and suggestions to aid in improving PCGA. Comments are summarized here if they were included on at least ten percent of the surveys. The athletics program was

mentioned as a strength on 36% of the surveys, while cultural programs were included on 18%. Fourteen percent of the respondents stated that the teaching of critical thinking skills was a strength of the program. The support of the majority of the faculty was mentioned as a strength on 27% of the surveys.

The principal was mentioned on 18% of the surveys as a hindrance to program implementation, while the resource teacher was included on 14% of the surveys. Division among the staff was listed as a hindrance to program implementation by 14% of those surveyed.

Fourteen percent of the teachers stated that a new principal would help in improving PCGA for the future.

Parent perceptions. In May, phone interviews were conducted with randomly selected parents concerning program implementation at PCGA. Completed surveys for 76 parents were collected and the results are presented in Table 4. Overall, 96% of the parents surveyed were satisfied with the teachers at PCGA (item 7). Ninety-five percent of the respondents were satisfied with their children's progress in the basic skills areas (item 8). An incredible 100% of those surveyed were satisfied with the progress their children were making in physical education classes (item 9). When asked if their child enjoyed participating in art activities at PCGA, 96% of the parents agreed (item 11). Ninety-seven percent of those surveyed agreed that their child feels good about the education they are receiving at PCGA (item 13). Their child shares with them the day's activities at PCGA according to 99% of the parents (item 18). When asked if their child enjoys the swimming program at PCGA 99% of the respondents agreed (item 19).

In open-ended questions, parents were asked how they learned about PCGA and why they chose to send their child there. Sixty-one percent of the parents stated that they learned about PCGA through the district. The theme was given by 32% of the parents as a reason for picking PCGA, while 16% mention the location.

Student perceptions. Late in the second semester students were surveyed about the first year of theme implementation at PCGA. Results compiled from 88 completed surveys are presented in Table 5. Eighty-six percent of the students surveyed stated that they liked coming to school every day (item 1), while 89% stated that they liked the teachers at PCGA (item 6). When asked if there was a student government at PCGA, 86% of the respondents agreed (item 9). Ninety-nine percent of those surveyed wanted to come back to PCGA next year (item 14).

Table 4

Satchel Paige Classical Greek Academy
Parent Perceptions, 1991

Item Content	Responses	Spring N	Spring %
1. The way students are selected for magnet schools is fair.	Agree	55	74%
	Disagree	19	26%
2. My child's application to the Classical Greek Magnet was handled in a reasonable amount of time.	Agree	68	90%
	Disagree	8	11%
3. Paige Classical Greek Elementary Magnet was my child's first choice.	Agree	53	72%
	Disagree	21	28%
4. Communications from Paige have been helpful and understandable to me.	Agree	65	89%
	Disagree	8	11%
5. My participation at Paige is encouraged.	Agree	67	92%
	Disagree	6	8%
6. Overall, the administration at Paige is responsive to my concerns.	Agree	66	90%
	Disagree	7	10%
7. Overall, I am satisfied with the teachers at Paige.	Agree	71	96%
	Disagree	3	4%
8. I am satisfied with the progress my child has made in basic skills areas at Paige.	Agree	4	95%
	Disagree	70	5%
9. I am satisfied with the progress my child has made in physical education classes at Paige.	Agree	73	100%
	Disagree	---	------
10. Overall, I am satisfied with Paige.	Agree	68	92%
	Disagree	6	8%
11. My child enjoys participating in art activities at Paige.	Agree	71	96%
	Disagree	3	4%
12. I understand the Classical Greek Magnet theme.	Agree	54	75%
	Disagree	18	25%
13. Overall, my child feels good about the education he/she is receiving at Paige.	Agree	68	97%
	Disagree	2	3%
14. I believe that Paige is kept clean and in good repair.	Agree	63	94%
	Disagree	4	6%
15. I believe that Paige offers a quality education to all students.	Agree	64	93%
	Disagree	5	7%
16. I believe Paige offers a safe environment for my child.	Agree	67	93%
	Disagree	5	7%
17. My child enjoys reading and discussing books from the Great Books Program.	Agree	56	76%
	Disagree	18	24%
18. My child usually shares with me his/her day's activities at Paige.	Agree	70	99%
	Disagree	1	1%

Table 4 (Continued)

Satchel Paige Classical Greek Academy
Parent Perceptions, 1991

Item Content	Responses	Spring N	Spring %
19. My child enjoys the swimming program at Paige.	Agree	71	99%
	Disagree	1	1%
20. I would recommend Paige to other parents.	Agree	65	92%
	Disagree	6	9%
21. My child rides a bus or taxi to school.	Agree	69	91%
	Disagree	7	9%
22. The transportation of my child to and from Paige is done in a reasonable amount of time.[1]	Agree	68	93%
	Disagree	5	7%
23. I believe the transportation of my child to and from Paige is provided safely.[1]	Agree	61	86%
	Disagree	10	14%
24. My child attends the Extended Day Program.	Agree	26	37%
	Disagree	44	63%
25. I believe the Extended Day Program gives enough emphasis to academic activities.[2]	Agree	23	68%
	Disagree	11	32%
26. The Extended Day Program was one of the reasons I decided to send my child to Paige.[2]	Agree	20	65%
	Disagree	11	36%
27. All of my elementary age children go to Paige.	Agree	43	61%
	Disagree	27	39%

Note: Percentages are rounded to the nearest whole percent.

1 Asked only of those parents agreeing to item 21.

2 Asked only of those parents agreeing to item 24.

Achievement

ITBS. A summary of data from 1991 Iowa Tests of Basic Skills (ITBS) is presented in Table 6, by grade level and minority status. Reading, language arts, math, science and social studies scores for PCGA and the Kansas City, Missouri School District are displayed as percentile ranks converted from mean grade equivalents. Scores were also compared to the national norm (50th percentile). PCGA scores ranged from 76 in second grade social studies to 21 in fourth grade math, with more than half the scores above the national norm. Differences between PCGA scores and the district's ranged from 14 percentile points above in fifth grade social studies to 23 below in fourth grade math.

When scores are broken down by minority status, minority students scored lower than their non-minority counterparts. Minority students' percentile ranks ranged from 69 in first and

Table 5

Satchel Paige Classical Greek Academy
Student Perceptions, 1991

Item Content	Responses	Spring N	Spring %
1. I like coming to school every day.	Agree	76	86%
	Disagree	12	14%
2. I feel welcome in all my classes.	Agree	72	83%
	Disagree	15	17%
3. I think the rules at Paige are too strict.	Agree	44	51%
	Disagree	42	49%
4. I like doing the homework assignments the teachers give me.	Agree	64	74%
	Disagree	22	26%
5. I like the physical education activities at Paige.	Agree	74	84%
	Disagree	14	16%
6. I like the teachers at Paige.	Agree	78	89%
	Disagree	10	11%
7. I think this is a clean school.	Agree	53	62%
	Disagree	33	38%
8. I have learned a lot about communities this year.	Agree	74	85%
	Disagree	13	15%
9. We have a student government at Paige.	Agree	75	86%
	Disagree	12	14%
10. I think my school is safe.	Agree	61	71%
	Disagree	25	29%
11. I ride in a taxi or bus to school.	Agree	81	92%
	Disagree	7	8%
12. I think it takes too long to get to school in the morning.[1]	Agree	78	90%
	Disagree	9	10%
13. I think it takes too long to get home after school.[1]	Agree	80	93%
	Disagree	6	7%
14. I want to come back to Paige next year.	Agree	71	99%
	Disagree	1	1%
15. I go to Extended Day.	Agree	30	34%
	Disagree	58	66%
16. I like the activities at Extended Day.[2]	Agree	24	100%
	Disagree	---	------
17. I think Extended Day helps me with my grades.[2]	Agree	22	96%
	Disagree	1	4%

Note: Percentages are rounded to the nearest whole percent.

1 Responses for only those students agreeing with item 11.

2 Responses for only those students agreeing with item 15.

Table 6

Satchel Paige Classical Greek Academy
Iowa Tests of Basic Skills Percentile Ranks
by Grade Level and Minority Status
Spring 1991

Test Grade	Min.	Non-Min.	Combined	District
Reading[1]				
First	48	64	54	53
Second	34	55	43	50
Third	33	54	40	44
Fourth	20	42	28	39
Fifth	40	61	48	40
Language				
Kindergarten	53	80	66	61
First	65	71	67	73
Second	56	67	61	64
Third	48	68	56	57
Fourth	22	35	27	49
Fifth	45	52	48	48
Math				
Kindergarten	59	77	67	64
First	61	71	65	65
Second	39	58	46	64
Third	38	62	46	48
Fourth	19	25	21	45
Fifth	38	58	46	41
Science[1]				
First	42	79	59	67
Second	46	72	59	58
Third	51	68	58	59
Fourth	45	52	47	55
Fifth	53	64	58	53
Social Studies[1]				
First	69	83	75	78
Second	69	84	76	69
Third	40	78	57	56
Fourth	29	37	32	52
Fifth	53	72	61	47

Note: Percentile ranks converted from mean grade equivalents.

1 Kindergartners not tested.

second grade social studies to 19 in fourth grade math, while non-minority scores went from 84 in second grade social studies to 25 in fourth grade math. Scores for minority students ranged from six percentile ranks below non-minority scores in first grade language arts and fourth grade math to 38 below in third grade social studies. Caution is advised in interpreting the

above results because of large differences between the number of minority and non-minority students taking the tests.

MMAT. The Missouri Mastery and Achievement Tests (MMAT) are criterion referenced tests designed by the state and first administered in 1987. The tests are administered to students in grades three, six, eight and ten. Results of the MMAT for 1991 are presented for grade three in Table 7. Mean scale scores for reading/language arts, math, science and social studies displayed for PCGA, the district and the state of Missouri. According to the *MMAT, Guide to Score Interpretation and Use*, (Missouri Department of Elementary and Secondary Education, 1991), meaningful strengths or weaknesses between groups can be determined using the average student error of measurement of 25. Using this criterion, PCGA scores were comparable to those of the district, except social studies which were weak, and weak in comparison to state levels across all content areas.

Extended Day

Program description. An Extended Day Program has been established at PCGA with activities offered both before and after school. Breakfast is served before school and activities are mostly supervisory. After school, most of the activities are remedial, theme-related and enriching. Remedial classes were offered in reading, math, science and social studies. Theme-related activities included swimming, gymnastics, Greek and Drama Clubs and sports. Enrichment classes were available in science and math, while activities included scouts, reading, art and literature.

Enrollment. PCGA Extended Day participation and racial composition results are presented in Table 8 by grade level for 1991. Students were included if they attended at least one

Table 7

Satchel Paige Classical Greek Academy
Missouri Mastery & Achievement Tests
Average Scale Scores for Third Grade, 1991

Test	Paige	District	State
Reading/Language Arts	256	274	321
Mathematics	269	289	326
Science	266	290	344
Social Studies/Civics	255	286	336

Table 8

Satchel Paige Classical Greek Academy
Extended Day Program Participation
by Grade Level, Minority Status,
and Session, 1991

Grade	Minority		Non-Minority		Total	
Session	N	%	N	%	N	%
Kind.						
A.M.	14	56%	11	44%	25	30%
P.M.	14	54%	12	46%	26	31%
First						
A.M.	6	38%	10	63%	16	21%
P.M.	8	47%	9	53%	17	22%
Second						
A.M.	3	38%	5	63%	8	14%
P.M.	8	62%	5	38%	13	23%
Third						
A.M.	2	22%	7	78%	9	20%
P.M.	9	53%	8	47%	17	39%
Fourth						
A.M.	--	-----	4	100%	4	8%
P.M.	3	38%	5	63%	8	15%
Fifth						
A.M.	6	60%	4	40%	10	19%
P.M.	5	56%	4	44%	9	17%
Subtotal						
A.M.	31	43%	41	57%	72	20%
P.M.	47	52%	43	48%	90	25%
Total	78	48%	84	52%	162	44%

Note: Percentages are rounded to the nearest whole percent and denote students participating in at least one Extended Day activity from September to February.

Extended Day activity from September to February. Overall, 162 students, 44% of the student body, participated in the Extended Day Program. More students attended after school than before school, 90 and 72 respectively. Students in kindergarten participated most in Extended Day with a total of 51 students. As would be expected, the level of utilization decreased for the higher grades.

The demographic make-up of the program somewhat differed from that of the school overall. The percentage of minority students that participated in the program was 48% compared to 60% of the student body. Kindergarten and fifth grades' minority participation

in the Extended Day Program most closely reflected that of the school with 55% and 58% respectively, while 25% of the fourth grade students participating were minority.

Perceptions. Sixty-eight percent of parents who stated that their children attended the Extended Day Program at PCGA agreed that the program gave enough emphasis to academic activities. According to 65% of the above parents, the availability of the Extended Day Program was one of the reasons they sent their child to PCGA.

All of the students surveyed (100%), who participated in Extended Day activities, liked those activities. When asked if Extended Day would help with grades, 96% of the students agreed.

Summary and Recommendations

PCGA has finished its first year of theme implementation with the end of the 1990-1991 school year. Enrollment, observation, perception and achievement data were examined to determine the degree and success of theme implementation. Also the enrollment and activities of the Extended Day Program were presented and discussed.

Enrollment data indicate that PCGA was within seven percentage points of capacity. On closer review, third grade was exactly at full capacity. The percentage of capacity for the other grades ranged from 98% in fourth and fifth grades to 85% in second grade. Fourth and Fifth grades were exactly at the 60% minority, 40% non-minority desegregation goals, while the percentage of minority students in the remaining grades ranged from 57% in second grade to 61% in kindergarten and third grade.

Site visits found evidence of theme implementation consisting of theme related displays and athletic equipment. Classroom observations documented the occurrence of major thematic components in classrooms. The instructional component was observed most frequently, 58% of the time.

Teacher perceptions were positive for the most part concerning PCGA's first year of operation. Faculty enjoyed teaching at PCGA and agreed that they were with their students long enough to cover the basics. Most teachers believed that the study of the classics will improve students' academic performance, that the physical education program was more extensive than other elementary schools, that most students benefitted from the physical education program, and that students were exposed to many different cultural experiences. Most teachers also agreed that Greek culture had been infused into the core curriculum, that

they regularly infused Greek culture and other curriculum components into classroom activities, that students were taught critical thinking skills, and that they regularly instructed their students using the Socratic and Paideia modes of teaching. The athletics program, cultural experiences, teaching of critical thinking skills and support of the majority of the faculty were mentioned as strengths of the program. The principal and resource teacher were listed by the teachers as hindrances to program implementation. When asked for suggestions to improve the program, teachers mentioned a new principal.

Parents seemed very positive about PCGA. Most parents were satisfied with PCGA, their child's progress in basic skills areas and their child's progress in physical education classes. Children enjoyed participating in art and swimming activities, felt good about their education and shared their daily activities with their parents according to a large majority of parents. When parents were asked how they learned about PCGA, more than half listed the district as their source. The Classical Greek Theme and location of the school were the main reasons mentioned, by parents, for deciding to send their children to PCGA.

Most students liked coming to school every day and liked the teachers at PCGA. When asked if PCGA had a student government, most students agreed. Every student surveyed except one wanted to come back to PCGA next year.

Reading, language arts, math, science and social studies ITBS scores were presented by grade level for PCGA. More than half of the scores were above district and national levels. When broken down by minority status, scores for minority students were below their non-minority counterparts. Large differences between the number of minority and non-minority students taking the tests, prevent conclusions being drawn. Third grade MMAT scores were comparable to district levels, except in social studies which were weak, and weak when compared to state scores across all content areas.

The Extended Day Program was in place at PCGA, both before and after school. Activities included supervisory, tutorial, theme-related and enrichment. Forty-four percent of the students participated in at least one program activity. The percentage of minority students participating in the Extended Day Program was somewhat lower than the school, 48% to 60% respectively.

The following recommendations are offered based on findings presented in this evaluation:

1. School administration and staff work together to improve communications and working relationships. Most teachers did not think the climate of the school was good, indicated that the principal was a hindrance to program implementation

and suggested that a new principal would improve the program. The faculty seemed split on the issue with some in-fighting. Despite this problem, PCGA did a good job of implementing the Classical Greek Theme.

2. Consult with faculty when planning staff development sessions. Just over half of the teachers agreed that staff development sessions helped them in their classrooms.

3. Increase parental involvement at PCGA. Although a large majority of parents agreed that their participation was encouraged, less than half of the teachers believed that parents were involved at PCGA.

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